TEACHER'S DAILY REGI



RED LINE SERIE

DONOHUE & HENNEBERRY.

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"RED LINE SERIE" COHOOL AND TOWNSHIP RECORDS, PLANKS AND STATIONERY, TABLE CHARTS, PLAUKBOARDS, ERASERS, CRAYONS, INK. FENS. PENCILS, SCHOOL FURNITURE, APPRICATUS AND SUPPLIES,

OTICAGO, ILL.

THE ATTENTION OF TEACHERS

IS CALLED TO THE FOLLOWING EXTRACTS FROM A

"COURSE OF STUDY AND MANUAL FOR UNGRADED SCHOOLS."

"PREPARED BY A COMMITTEE OF COUNTY SUPERINTENDENTS."

SAMPLE PROGRAMME OF RECITATION AND STUDY. FORENOON.

BE- GINS.	CLOS- ES.	TIME.	PRIMARY.	1st Class.	2d Class.	3d Class.	4TH CLASS.	5TH CLASS.
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1:25	1:35	10	Printing	Writing	Copying	*Reading	Grammar	Grammar
1:35	1:50	15	Numbers	Drawing	Spelling	Spelling	*Grammar	Physiology
1:50	2:05	15	Drawing	Reading	Spelling	Spelling	Drawing	*Grammar
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2:25	2:40	15	Recess	Recess	*Spelling	*Spelling	Writing	Physiology
2:40	2:55	15			REC	ESS.		
2:55	3:10	15	Printing	Reading	Reading	Writing	Spelling	*Physiology
3:10	3:18	8	*Reading	Reading	Reading	Writing	Spelling	Spelling
3:18	3:25	7	Drawing	*Reading	Reading	Drawing	Spelling	Spelling
3:25	3:35	10	Printing	Writing	*Reading	Drawing	Spelling	Spelling
3:35	3:50	15	Numbers	Printing		Copying	*Spelling	*Spelling
3:50	4:00	10			General	Exercises.		

"The heavy type denotes the recitations, marked *, and the Roman letters denote what the other classes should study.

Arrange the recitations first as in the preceding programme, and if they are suitable to the school, fix the study afterward.

This programme must be modified to suit the circumstances of each school. Have fewer classes if possible, and give more time to some of the recitations. If there are other advanced classes, they can recite every other day, alternating with the higher classes given in the above specimen programme. If you are obliged to have more recitations, alternate the more advanced classes with each other.

"A copy of your programme should be left in the teacher's register for the use of your successor."

"The design in preparing this course of study is to establish, if possible, a more uniform classification, and introduce more systematic methods of teaching and governing the public schools of the State."

"Nearly all of our ungraded schools are commenced and ended as though they were the first, and would be the last, ever taught in the district. There is usually no record of progress made, or

anything to indicate the limit reached by the school under the supervision of the teacher, and none is left for the succeeding one. Instead of each teacher beginning where the preceding one left off, and of having the benefit of his experience and judgment by following a uniform course, having in view the same objects, he is compelled to grope his-way in the dark, and squander much valuable time by his random efforts."

SCHOOL MANAGEMENT AND GOVERNMENT.

"As the teacher is so is the school," is a trite saying, the truth of which none will question

Always call and dismiss your classes in order; count or tap the bell as signals.

Do not allow communication, leaving seats, going out, or getting water during school hours, without permission.

System, self-possession, energy and kindness on the part of the teacher are the disciplinary agents.

Profitable and constant occupation is the true preventive of disorderly conduct.

Have as few classes as will be consistent with the wants of the school. A teacher cannot teach a successful school and hear thirty or thirty-five recitations daily.

See that the room is properly ventilated—about 65 deg. or 70 deg. Fahr, is the proper degree of temperature.

Don't forget to have the general exercises for the whole school each day. Use the oral and general exercises provided for each grade, for the whole as far as practicable.

"Order is Heaven's first law," and without order no school can succeed. The first step in governing a school is to govern yourself.

Every teacher should be a regular reader of at least one educational journal.

Begin school promptly at nine o'clock, and close at four.

Visit some of the best schools you can hear of each year, and don't fail to attend the normal institute.

Make a full report at the close of your school to the district secretary.

THEORY AND PRINCIPLES OF TEACHING.

Teach but one new thing at a time, and always in connection with what the child already knows, that each fact learned may be an additional link in his chain of information.

A void reciting for a pupil or class; it will do a pupil no more good than to eath is dinner for him.

Teach your pupil how to study and to think systematically and connectedly.

The true teacher in any branch of study or with any class will observe the following statements:

- 1. See that the lessons are properly assigned.
- 2. See that pupils, in reciting or discussing a subject, use proper language.
- 3. See that the recitations are as nearly perfect as possible under existing circumstances.
- 4. Teaching pupils to draw their own conclusions properly stands above almost any other consideration.
- 5. Be thoroughly in earnest, and your energy and spirit will cause interest and enthusiasm in the class.
- 6. Grade your school, for by it you will be able to reduce the number of recitations, give more time to each recitation, favor more thorough work, systemize the operations of school, and improve the discipline.
- 7. Classify according to scholarship, natural ability and age. Make reading and arithmetic the basis of your classification.
- 8. Use school records to furnish a history of the school and of each individual, to indicate to the teacher when he should put forth greater effort, to furnish information to parents, and to furnish educational statistics.

EXPLANATION OF THE FORM AND MANNER OF KEEPING REGISTER.

TEACHER'S DAILY REGISTER---FOR THE TERM COMMENCING MAY 20th, 1884, AND ENDING JUNE 21st, 1884, SPRING TERM. JULIA RAYMOND, Teacher.

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In the above form the record is given of the attendance and punctuality of six pupils, during a term of five weeks. E indicates the day on which the pupil entered the school. \(\sim \) indicates absence in the forenoon. \(\sim \) indicates absence in the afternoon. Small figures in the upper half of the space indicate the number of minutes late in the forenoon, and small figures in the lower half, the number of minutes late in the afternoon. \(\mathbf{e}\) after the small figures signifies that the tardiness is excused. The absence of marks indicates that the pupil was present the entire day. The studies pursued by each pupil are marked with a star (*) in the space opposite his or her name, and under the proper division of branches studied. The deportment of each pupil is marked in numbers, according to the general behavior of each—100 indicating the highest degree of excellence; 95, very good; 90, good; 80 to 90, medium; 70 to 80, poor; less than 70, very poor.

The record shown in the above formula is thus explained, viz.:

Henry Johnson, aged 11, entered school Monday, May 20th, was 20 minutes late (tardiness excused) in the forenoon of Wednesday of the same week, was absent on Friday afternoon, was absent forenoon of Monday, June 3d, and absent all day Wednesday, June 12th. Attendance, first week, 4½ days; second week, 5 days; third week, 4½ days; fourth week, 4 days; fifth week, 5 days—total attendance for the term, 23 days; number of days absent, 2. Deportment good—studying Reading, Writing, Orthography, Arithmetic, Grammar and Geography.

Charles Forrest, aged 8, entered school Thursday, May 30th, was 15 minutes late afternoon of Monday, June 3d, and 10 minutes late forenoon of Wednesday, June 5th absent all day Thursday, June 6th, absent all day on Monday, June 10th, Thursday, June 13th, and Friday, June 14th, was 10 minutes late (tardiness excused) afternoon of Wednesday, June 12th. Attendance, first week, 2 days; second week, 4 days; third week, 2 days; fourth week, 5 days—total attendance for the term, 13 days; number of days absent during the term, 4. Deportment very bad—studying Reading, Writing and Orthography.

Paul Herrick, aged 9, entered school Monday, May 20th, and was constant in attendance throughout the term. He was 10 minutes late in the forenoon of Monday, June 3d, but was excused for tardiness. His total attendance for the term was 25 days. Deportment excellent—studying Reading, Writing, Orthography and Geography.

The record of the other three pupils can easily be read by reference to the above explanations, and the teacher can very readily become familiar with the system, which is thought to be as simple, and at the same time as clear and exact, as any in use.

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RED LINE SERIES."

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SCHOOL AND TOWNSHIP

RECORDS, BLANKS and STATIONERY

ARRANGED BY W. McCOLLUM

In strict conformity with the present laws of the various States, and with special reference to convenience and economy. They have received the indorsement of STATE, CITY and COUNTY TEACHERS, SCHOOL AND TOWNSHIP OFFI-CERS who have used them. SUPERINTENDENTS,

are conceded to be the most convenient and series published.

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We have recently added to our extensive line of RECORDS, BLANKS STATIONERY, a full line of PEN and PENCIL TABLETS; also complete line of

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TEACHERS DAILY REGISTER.

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"RED LINK SERIES"

OF

DISTRICT AND TOWNSHIP RECORDS.

IN STRICT CONFORMITY WITH THE PRESENT SCHOOL LAWS

(ARRANGED BY W. McCOLLUM.)

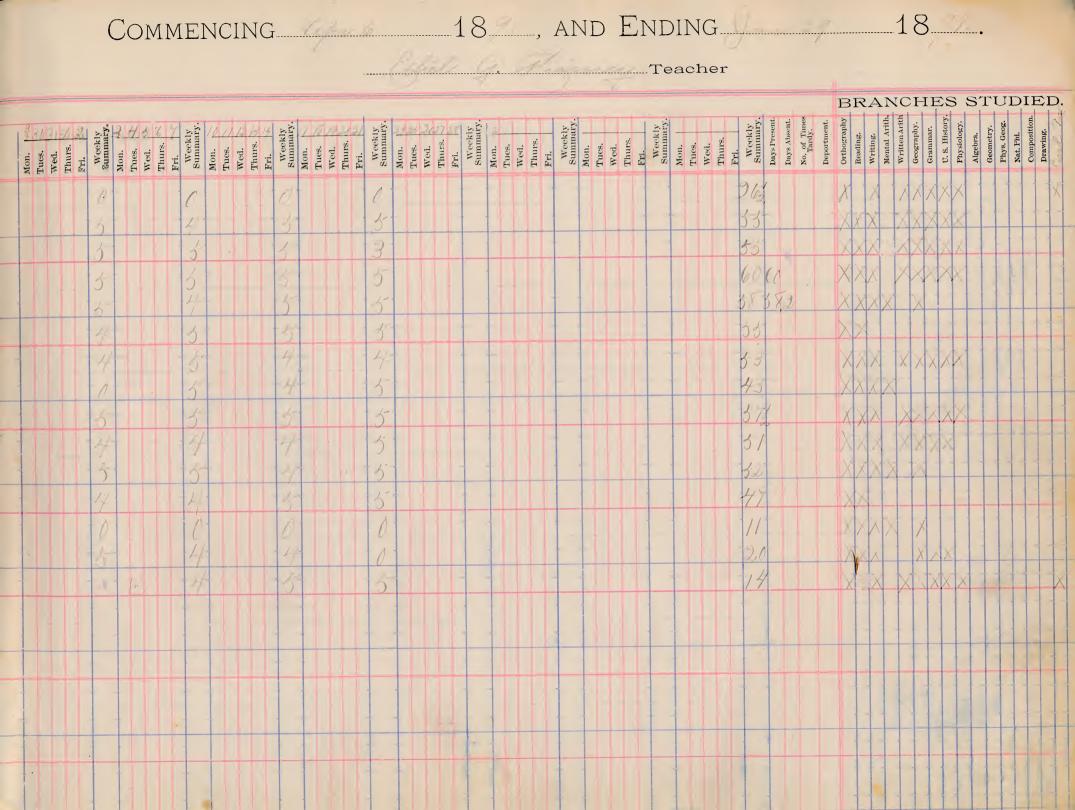
DONOHUE & HENNEBERRY,

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407 TO 425 DEARBORN STREET, CHICAGO.

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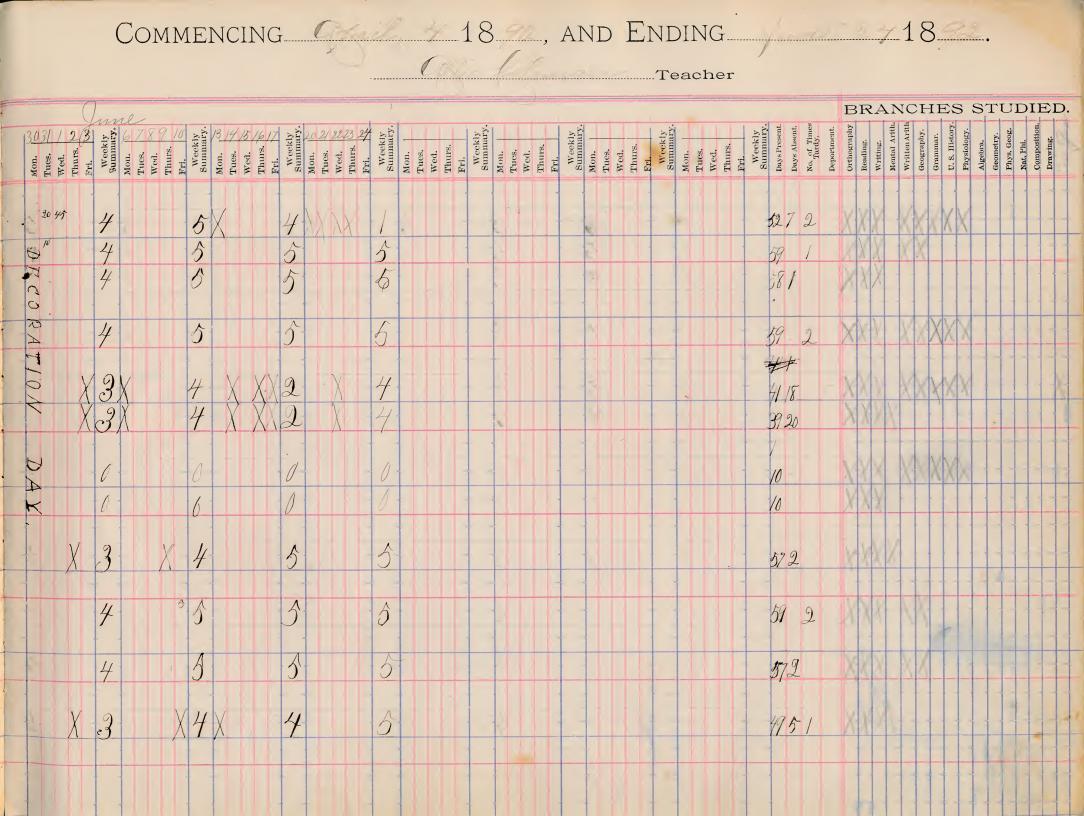
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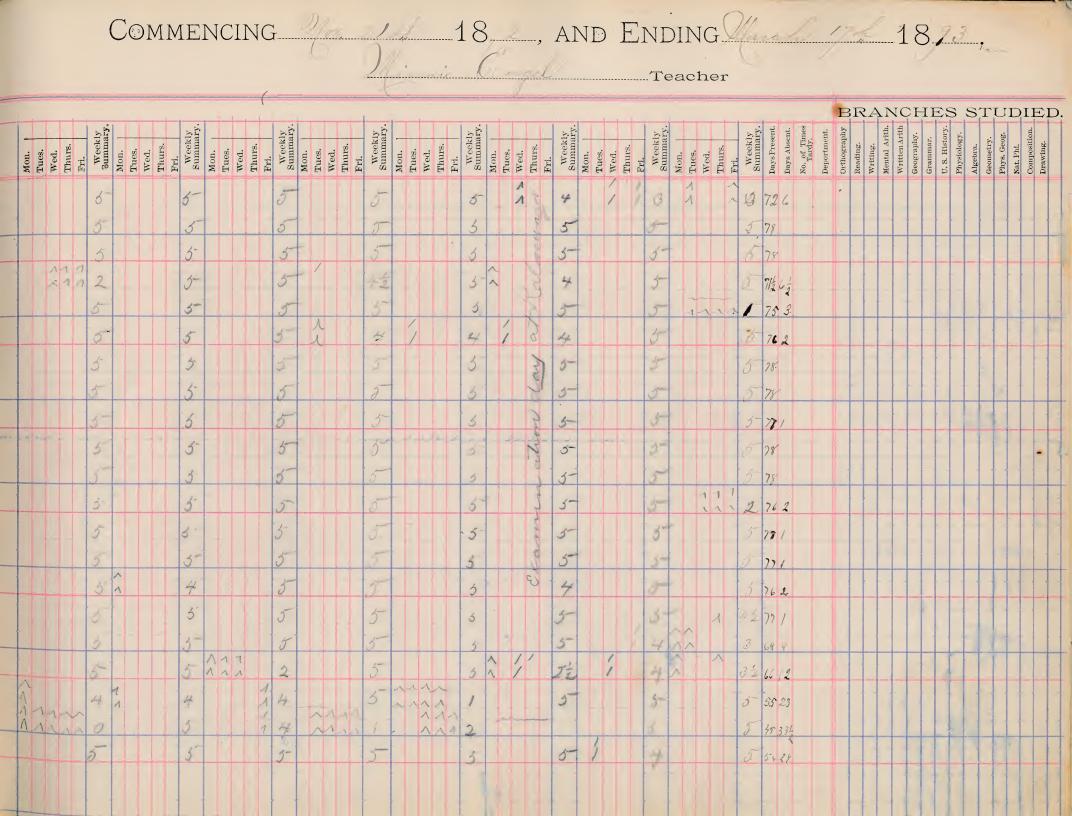
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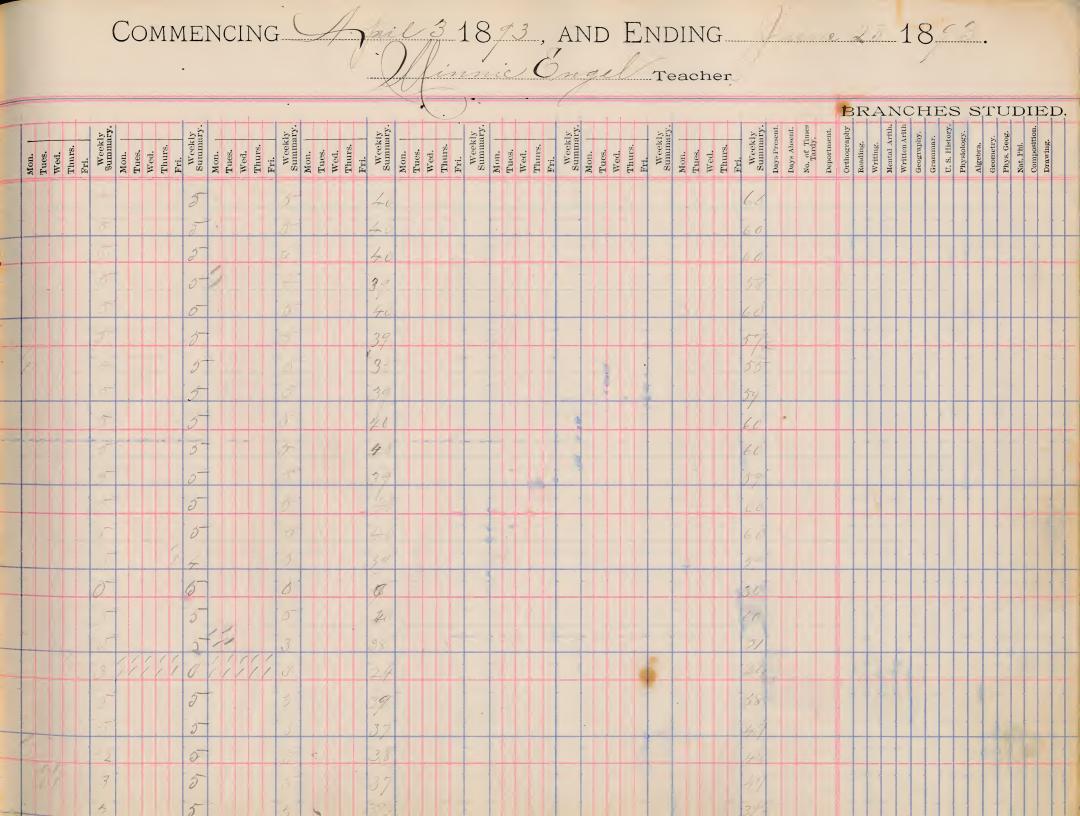
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TEACHER'S DAILY REGISTER .-- FOR THE TERM MONTHS OF Weekly Bummary, Mon. Tues, Wed. Thurs, Fri. Weekly Summary. Mon. Tues. Wed. Thurs. Weekly Summary Mon. Fues. Wed. Thurs. Fri. Week] Summar Mon. Tues. Wed. Thurs. NAMES OF PUPILS. Mon. Tues. Wed. Thurs. 721



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TEACHER'S DAILY REGISTER.--FOR THE TERM .Term. MONTHS OF NAMES OF PUPILS.

Commencing	1818 AND ENDING	18
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		BRANCHES STUDIED.
	Weekly Summary Wed.	No. of Times Tardy. Deportment. Orthography Reading. Writing. Mental Arith. WrittenArith Geography. Grammar. U. S. History. Physiology. Algebra. Geometry. Phys. Geog. Nat. Phi. Composition. Drawing.
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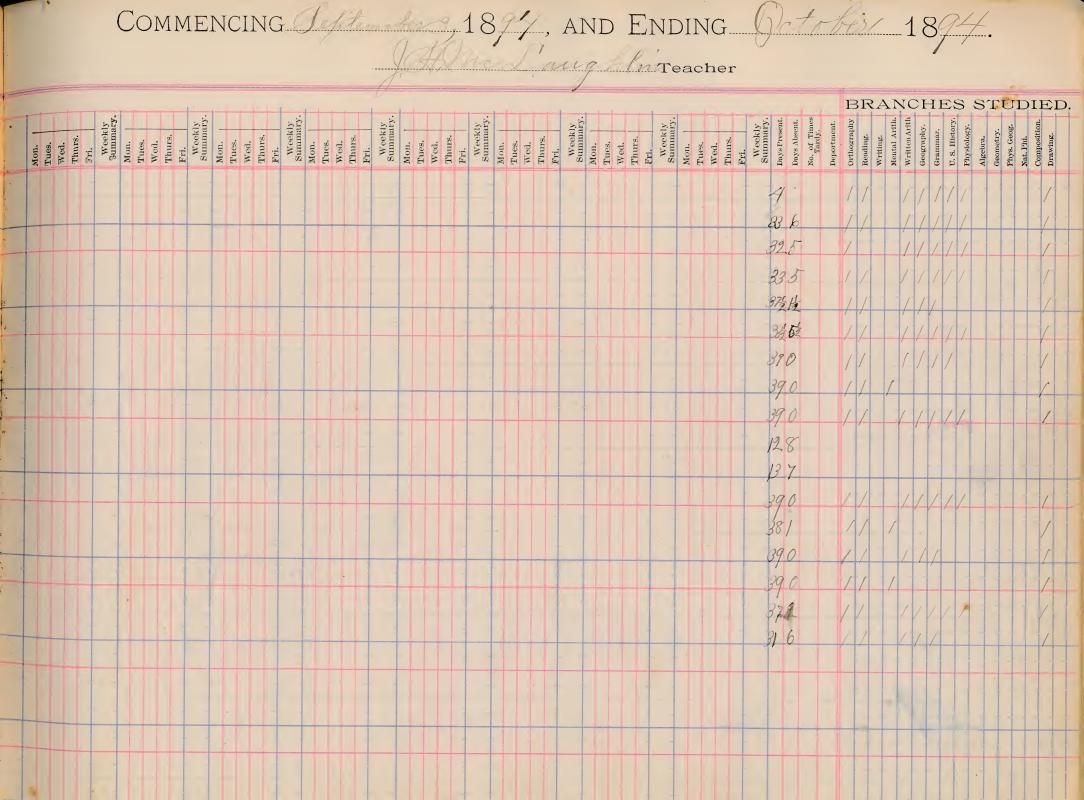
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NAMES OF PUPILS. RED LINE SERIES, DONOHUE & HENNEBERRY, OHIOAGO.	Mon. Age.	Tues. Wed. Thurs. 4/2	Fri. 9	Mon. L Tues. V	Thurs. Thurs. Weekly Summary.	Mon. 7/9/	Wed. Thurs. Trurs. Fri. Weekly Summary.	Mon. Tues. Too.	Fri. 798 Weekly Summary.	Mon. Tues.	Wed. Thurs. Eri.	ekly mary.	Mon. Tues. Wed. Thurs.	Weekly Summary.	Mon. Tues.	Thurs. (19)	Weekly	Tues. 7 22	73242 Fri.	Weekly) Summary.
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Cross, Fred	18 E		5		5		5		20	X		1	•	0	X	X	3	X	XX	10
5 DuBois Frances	10 E		5		5		5		50	X	X	4		5			5			59
6 Du Bois amelia	19 E		5		5	atu	make 1		16			5	1	5	>		.4			19
7 Du Bois, Claude	7 E		5		5	12.00	5		20			5		5			5			20
8 Odwards, farence	13 E		5		5		5		20			5		5	* >		4			5
Joleman, Pearl	13 E		5		5		5		5			5		5			5			2595
10 LeDuc, alice	SE		5		3		5		XH			5		5	X		4			5
Harding, Wilber	9 E		5		5		5		$\times \times 3$		X	4	XXXX		-		5			5
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It Runney Hartwell	8 E		5		5		5		5			5		5			5			3
15 morley, Gert	19 E		5		5.	D			10											,
16 Pen Palph	10 E		5		X4	X	4	111	5	X		4		5	X		4			14
17 Pax, Carrie	SE		5		X4	X	4		5			5.		5	χ		4			15
18 Strart, Lillie	13 E		5		5		5		20			5		5			5.			20
19 Stuart, Oarnie	11E		5		5		5		20			5		5			5			20
18 Stuart, Lillie 19 Stuart, Earnie 20 Bennie Boud 21 Dennie	19)		-			区	5		10	1		45		5			5		X	183
21 D Kinney	19												EX				5	X		12/4
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Teacher's Daily Register.--For the Term

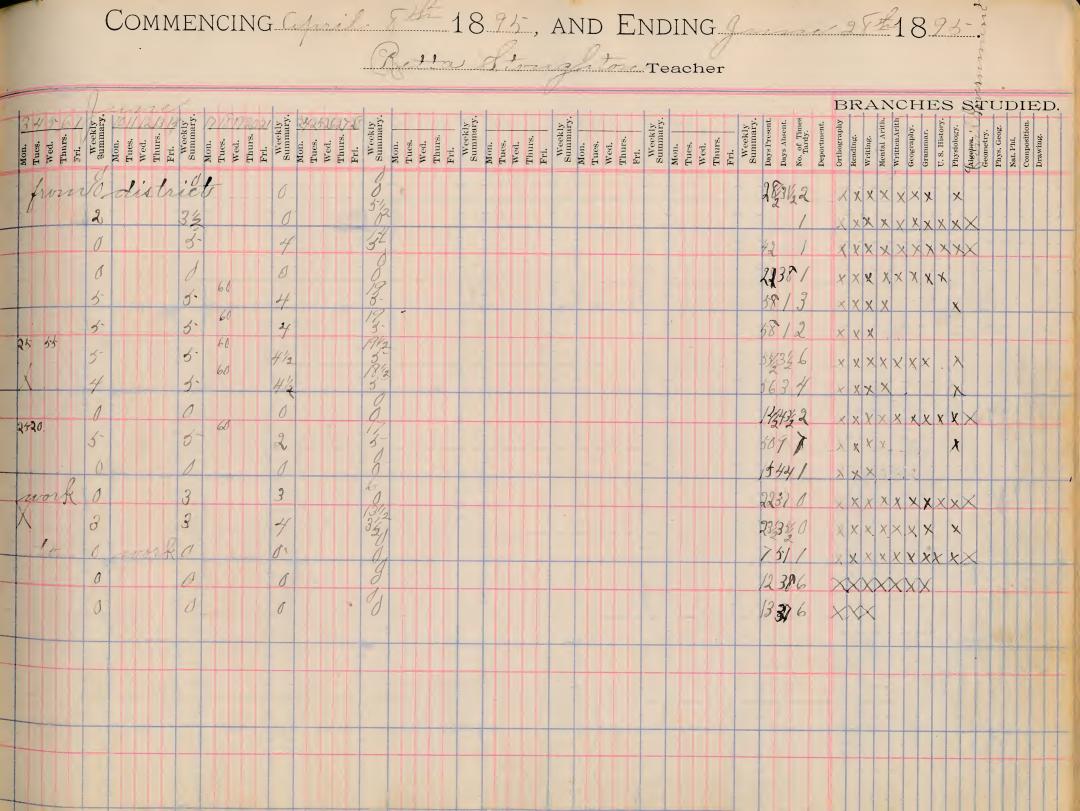
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7	Land Clara	13	日日日	1	<u> </u>		X	4		ck	44		5/2 / St			55			55			4			5954
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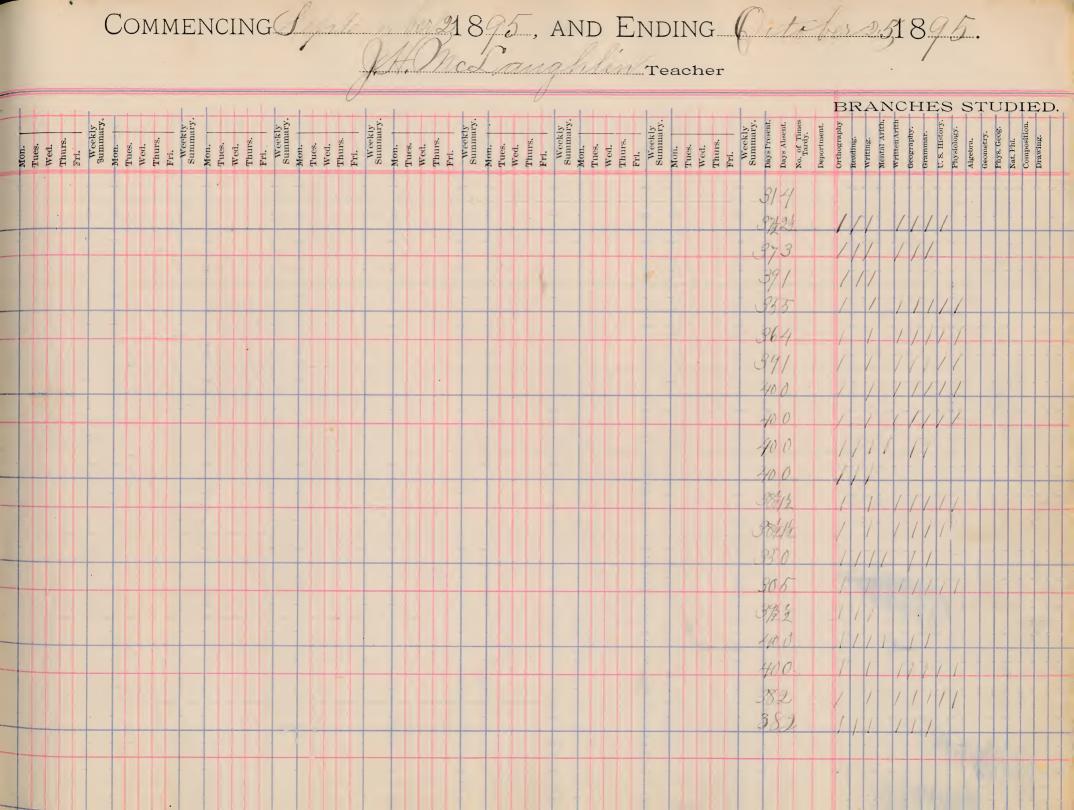
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~	Boothy Clone	16.	点	5	12	4	5	5		万.		4	X	XXX	1	X		4
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4	4 Coleman Carl	13	F	5	6.	21	5	5		5	1	4			5	· water		13
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e	6 Cross Chittie	13	F.	5	16	21	5	12		7	9	4			5	And the same of th		12
	7 Cross Fred	19	E	5		14	5	12		F	7			-	5			19
9	DuBris amelia	14	ਾਂ ਓ	5	1 gi	4	5	19		7	n				1/			な
	Dux Pois Frances	17	T.	5	10		5	19		7	3.	1						79
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	o Jun vis, Chanae	0 7	-	2 5		4		29		3		1/			5			139
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1	4 Le Duc, Washner	8 1	7	5	6		5	5		5		4			5			5
12	5 Lapham Charlie	15	F.	5	B	4	sick.	12/0	sich	9		21	Ì		5		X	12/
16	Kinney, Hart	8	4	5	1	4	5	19		5	3	4			F			13-
1	7 Minnay Atallie	7/	5	5	on on	4	5	19		5	b	4			T			19
1	8 Ri, Cursie	14	5	5		4	5	19		5	75	12			5			19
10	Paix, Ralph	10	-	7	1	4		12		7	1,3) Î		الما الما		Ħ	12
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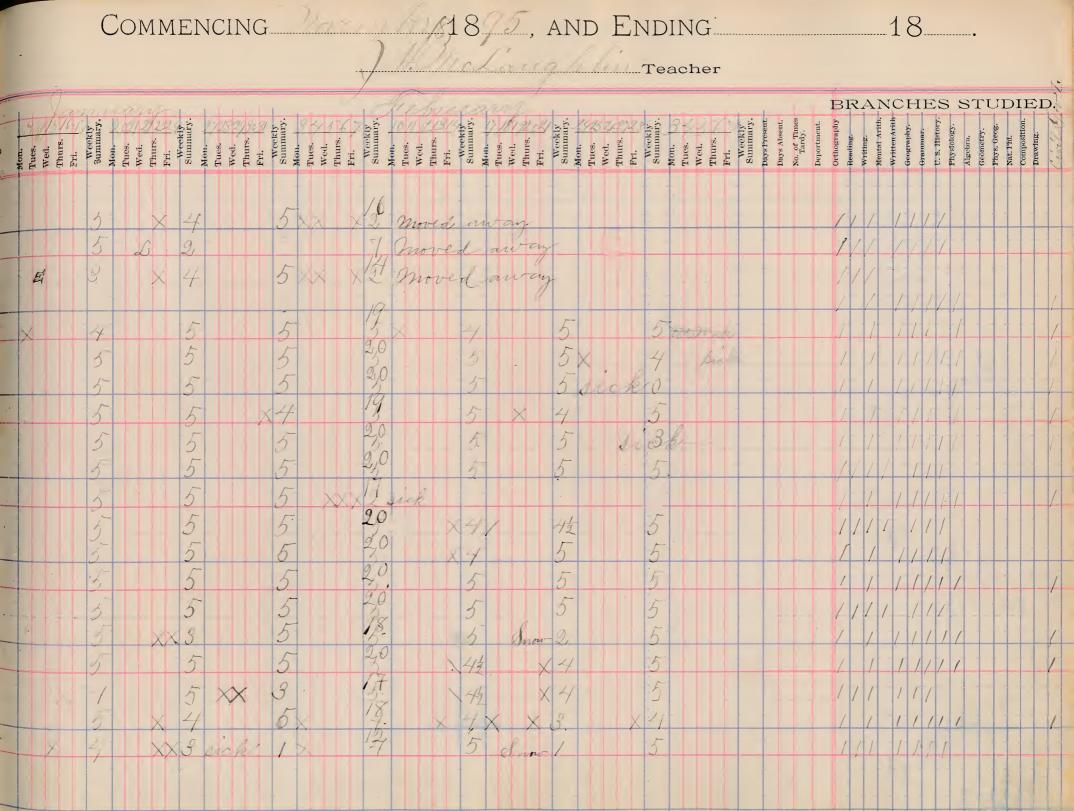
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3	Day Hara	14	C/R		5	20		3.		Ш	5-	X	14			3			H		XX	12		siek	te
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>	Kinney Hart	9	& e.		かか	20		3			かか		20			5.		X	4/2		XX	2/2	000	10	ルサルシ
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15	Bouls Leve a	10							E	kana Vermen Va	3-	X 1373-2	015 4	20/3	XX	X3			0	Nie (A	9	0		33	0
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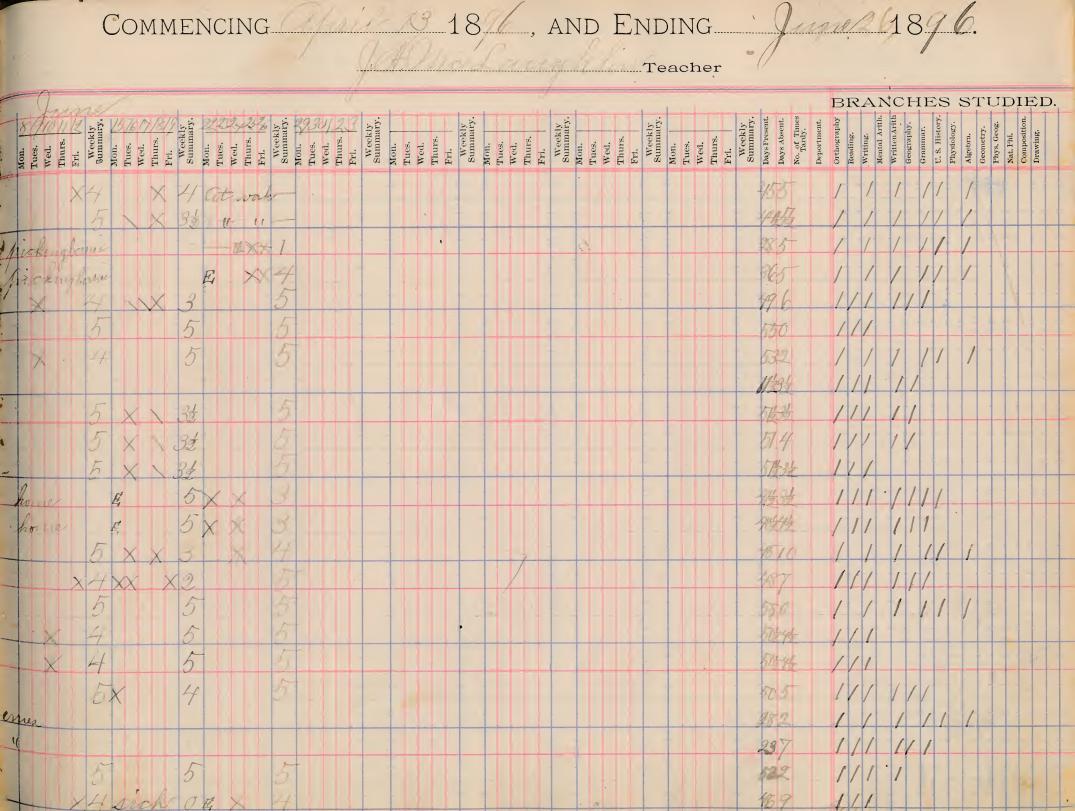
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Z	RED LINE SERIES; DONOHUE & HENNEBERRY, CHICAGO.	Age.	Mon.	Wed.	Fri.	Mon	We	Fri. We	Mor	Thu Fri.	W Sur	Mor Tue Wed	Fri.	Mon	Wed	Fri. W Sun	Mon	Thu Fri.	M Sur	Mon Tue	Thu	Kri.	Mon	Wed Thu Fri.	Sum
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3	Bow & Harry	8	耳		5	X			×		4	XX	16)		5			5	, .		5	П		307
7	Coman Pearl	14	耳		2			5			2		17			5			5			1			13/
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1	Due Bois/ Frances	1//	Z E		6						5		26			5			7			5			OF 1
9	Dark 301 Claude	14	E'		5			4			7		1			5	11		7			5			FI
1/3	Du Bois Jan	5	E'		5			5			5		250			5			5			1			Pa
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12	Kunney, Harty.	9	写		5			5			5		5.			X4			5			5			19 7
10	Rumer, Hullie	7	F		5			5			5		1-1/2		1	5			5			5			17-3
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13	Le Duc Hazel	5				Ħ.		5			5		120			5	X		4	Lic	The s	1/			19/9
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1/10	Du Bois Frances	12	E,		5	ı	70:11	1/			55		1	2		ć	5			4	C	P	4	1			18
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1 / 1	Grancois, David	9	E		5		-	5			5	X		19		Ħ	5			5	Ž.		34	1		學
11	Flancoise Vi	6	E,		5			5			5	X		19			5			5			4			F
10	Airman, Aust	70	E,	X	4/			5			5			195	1		42			5			5	(n)	astes	为为
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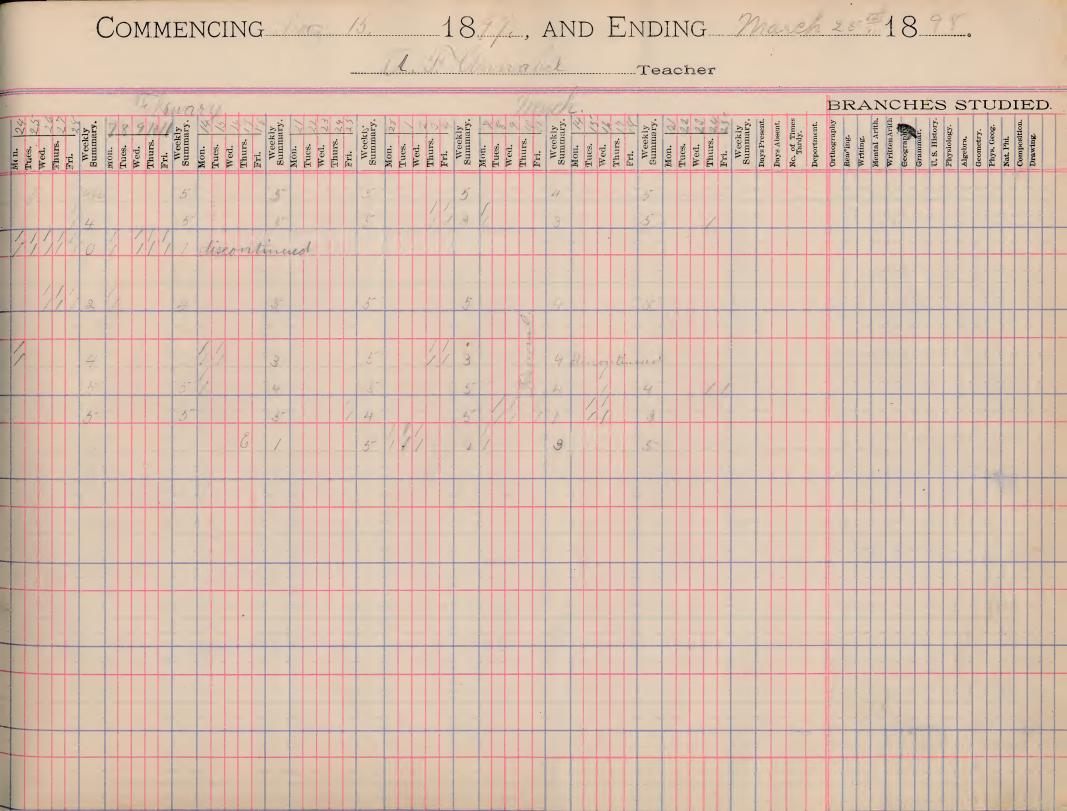
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Fall MONTHS OF NAMES OF PUPILS. RED LINE SERIES, DONOHUE & HENNEBERRY, CHICAGO.

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6	Junie Moredyne	6			4			1	4	1:	1		2			1	and .			/	4	de	se	0-7	iti	324	rec	1						
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Spring MONTHS OF NAMES OF PUPILS. Pearl Coleman Jennie Moredyke

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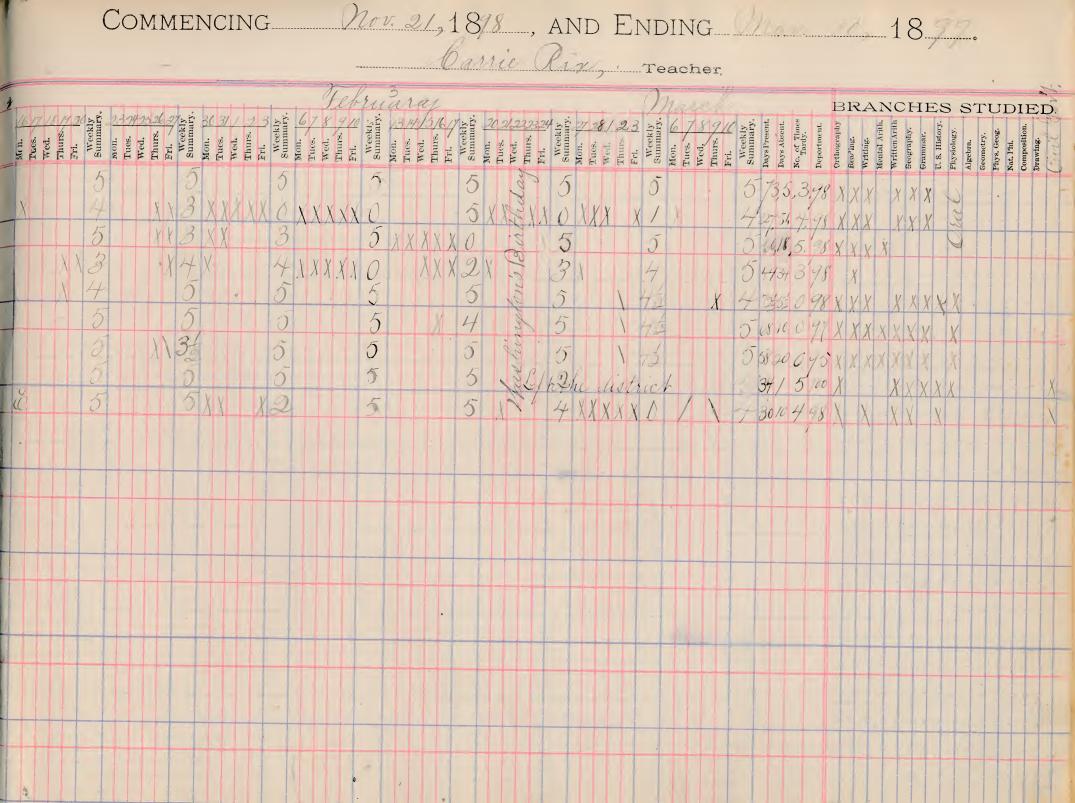
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MONTHLY SUMMARIES.

As Monthly Reports are legally required in some States, and by some District Boards in others, this space is assigned as a convenient place of record.

Month ending Number of days taught Grand Total No. days attendance Average Daily Attendance No. of Pupils Eirolled - Total No. Different Pupils Enrolled during School Year, up to date School Year, up to date Total No. Different Pupils Enrolled during	Month ending Number of days taught Grand Total No. days attendance Average Daily Attendance No. of Pupils Enrolled Total No. Different Pupils Enrolled during School Year, up to date Teacher.	Month ending Number of days taught Grand Total No. days attendance Average Daily Attendance No. of Pupils Enrolled Total No. Different Pupils Enrolled during School Year, up to date	Month ending Number of days taught Grand Total No. days attendance Average Daily Attendance No. of Pupils Enrolled Teacher. School Year, up to date	Month ending
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MONTHLY SUMMARIES.

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As Monthly Reports are legally required in some States, and by some District Boards in others, this space is assigned as a convenient place of record

LIST OF TEXT BOOKS USED.

BRANCHES TAUGHT.	No. cf Pupils	EXT BOOKS USED.	Designating Letter,	WHEN ADOPTED.	NAMES OF AUTHORS.	No. or Books
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LIST OF GRADUATES.

(OR ROLL OF HONOR.)

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REGISTER OF VISITORS.

SCHOOL OFFICERS AND OTHERS.

	DATE. MONTH. DAY. YEAR.		NAME.	RESIDENCE.	· REMARKS.		
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DAILY PROGRAMME OF RECITATION AND STUDY.

. From						Teacher.		
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